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ABSTRACT

This report, written by the University of Alberta (Canada) Senate Task Force, was created to facilitate discussion and propose actions to facilitate internationalization of the campus. The report reviews how the university's current activities and strengths might be leveraged to enhance its international stature. It examines a multitude of factors that define the "international dimensions" of a university; asks how the university can benefit from internationalization and what the social and cultural impacts might be; considers how the university might coordinate its efforts toward internationalization with local, provincial, and federal government agencies, and with the private sector; looks at ways to increase international and global perspective in the curriculum; discusses how university policies affect internationalization; and identifies possible roles the university can play to achieve internationalization. Based on its research the Task Force recommends that the university establish an Office of International Affairs and that a comprehensive international affairs policy be developed to ensure affordable study abroad, provide financial assistance, and seek revenue opportunities. The Task Force also recommends a comprehensive communication plan and the establishment of ambassadorships. Four appendixes list participants; provide an international policy statement; define citizenship and residency requirements; and furnish statistics on the number of foreign students at the university. Contains 40 references. (CH)

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ED 400 751

University of Alberta
Edmonton

REPORT of the SENATE TASK FORCE on the INTERNATIONAL DIMENSIONS OF THE UNIVERSITY OF ALBERTA

September 23, 1994

HE 029 591

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We are grateful to all who participated in the submission process. Their attitudes, opinions and experiences are reflected in a report which we hope will lead the University to a heightened global consciousness.

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EXECUTIVE SUMMARY

The Task Force on the International Dimensions of the University appreciates the University's strong local presence in its teaching, research and service. It believes that current activity and strengths may be leveraged by incorporating global perspectives into the local context, to enhance the international stature of the institution.

We can do this by:

- using the local, regional and international leadership and resources of the University in new ways to new advantages;
- creating and expanding options for students to study and gain experience internationally;
- training staff and students for local and global service and citizenship;
- strengthening our cooperation and information sharing both locally and world wide for institutional and societal benefit
- demonstrating our international capabilities and successes through tracking and evaluating activities;
- increasing public awareness and support for international objectives, goals and results;
- increasing international partnerships, to "share the wealth" of research, experiential knowledge, cultures, languages, technology, trade, and sustainable development.

What will it take to transform this University into an international campus?

- An institutional will to change
- Committed leadership
- Dedicated resources
- A commitment to internationalization over a period of ten or more years
- Cooperative development of policies, objectives and methods

- Creativity and persistence in finding ways to make it work financially and organizationally.

This Task Force believes that the University of Alberta will achieve global status and leadership in the academic world.

THE UNIVERSITY IN A CHANGING WORLD

The 1990s are characterized by instantaneous communications, electronic data transfer, unprecedented human and capital mobility, and massive changes to long-standing economic and political systems.

The economies of nations are becoming significantly interdependent, as evidenced by emerging alliances such as the North American Free Trade Agreement, the European Economic Community, and those among Pacific Rim countries. Political systems are also changing rapidly, presenting new opportunities for trade, research, social and cultural exchange. Disparities among nations of the North and South in human, social, financial, and technological capital are increasing rather than decreasing.

Advances in technology are revolutionizing communications, information collection and sharing, and teaching and learning around the world. Concerns that were formerly considered the academic and research domains of international development agencies—issues such as environmental and ecological integrity, sustainable development, and world peace—are now being reflected in local values and decision-making such as curb-side recycling, twinning arrangements with other cities and provinces, and participation in United Nations peace-keeping efforts.

Mobility of individuals is strengthening interest in language training, cultural study, and development education. Migration of population groups to new geographic centres is creating a need for increased awareness and understanding of cross-cultural differences, while creating diverse local markets and expanded opportunities for international exchange.

The effect of globalization on our society as a whole and on the University in particular is undeniable. Our horizons must change. Expectations of a well-rounded education are beginning to include opportunities for work, study or travel abroad; training in second, third and more languages; cross-cultural studies; development education; and international and interdisciplinary approaches to programs and courses. Student and faculty exchanges will take on new emphasis. Redefined concepts, such as "long distance," "neighbour," and "partner," imply that the physical location and

means of communication with a "student," "partner," or "associate" may now be anywhere in the world.

The University of Alberta reflects the need for change in its strategic plan, *Degrees of Freedom*:

> No longer is it adequate to think only of Alberta or Canada in terms of preparing our future citizens to cope with the economic, cultural, or political realities of the year 2005. To meet the needs of our local, provincial, national, and international communities, we must ensure that our international activities are central to our academic mission, thus being integrated into our teaching and research programs. Educational curricula must be internationalized; the campus must become global in its perspective.[1]

A SENATE TASK FORCE ON INTERNATIONAL DIMENSIONS OF THE UNIVERSITY

The University of Alberta Senate also recognizes that internationalization is a key to the future reputation and stature of the institution. The Senate Task Force on International Dimensions was created to facilitate discussion and make recommendations about the internationalization of the campus. The following Terms of Reference were used in its enquiries.

Terms of Reference

The Task Force on the University of Alberta's International Dimensions will examine and make recommendations to the University community and to key groups in the public and private sectors regarding:

1) the objectives and roles of the University in its international relationships;

2) the current dimensions of the University's international activity and the processes by which various linkages, exchanges and projects occur;

3) the strengths and weaknesses of the University as an international campus and ways to maximize the benefits of current and future international activity.

The Task Force surveyed literature regarding internationalization of campuses, and contacted postsecondary institutions in Canada and elsewhere to discuss their experiences. Interviews and written submissions were invited from individuals and groups within the campus community, the public and private sectors, and from non-governmental organizations such as multicultural and international development agencies. The invitation to participate was widely publicized on campus, and was targeted to off-campus groups and agencies. A list of participants appears in Appendix I. The following sections summarize the findings of the group.

WHAT ARE THE "INTERNATIONAL DIMENSIONS" OF A UNIVERSITY?

When most of us think of an "international university," we think of an institution with a world-wide reputation for excellence. The best students and faculty from all over the world see it as a desirable, rewarding and welcoming place to work and study. Employers immediately recognize the quality and prestige of its graduates. Graduates, as a result, have a wider choice of employers and opportunities. Alumni frequently become leaders in academic, scientific, professional, political, economic, public and voluntary sectors, making contributions to society that are prolific and well-recognized locally, nationally, and internationally.

Organizationally, international universities have three distinguishing features: curriculum that incorporates international perspectives; exchanges of students and scholars with other international universities; and cooperative involvement in development, research, teaching and work-experience projects in other countries. The extent of leadership support, existence of appropriate policies and organizational structures to coordinate and

facilitate activities; the quality of participating students and faculty; and provision of recognition and rewards for international initiative are all factors in international success.

The variety of activities, or the "dimensions," which establish a particular institution as an international leader will vary according to the strengths and unique features of that university. Comparative advantages might include, but certainly are not limited to, academic excellence of particular programs; availability of internationally-oriented courses; existence of leading research centres and institutes on campus; presence of distinguished faculty and staff; the institution's geographic location and features; existence of national and international agreements such as the North American Free Trade Agreement which facilitate exchanges; local demographics which lend themselves to linguistic, cultural and geographic exchanges; the level of experience and reputation of the institution as a partner in international projects; a welcoming climate toward visitors; and the existence of scholarships and financial supports for individuals coming and going abroad.

HOW DOES THE UNIVERSITY BENEFIT FROM INTERNATIONALIZATION?

Students benefit from enrichment of their education and experience. Personal and economic horizons expand as their viewpoints and understanding of issues become more global. Employability both within Canada and abroad increases with the ability to function across cultures.

International work and study provide both students and staff with contacts which link individuals for years afterward. New and exciting vistas appear for the acquisition and exchange of knowledge. As knowledge is collected and transferred through academic and professional networks, the stature of the individual and the institution are enhanced.

The University benefits from an enhanced reputation for excellence. Individuals are attracted to its international climate, world-class research, and opportunities to study and work with world-class

faculty. Enhanced recruitment options and increasing international experience translate to expanded teaching and service capacities of the institution. Scholastic standards rise as top students seek the best learning opportunities. As the competencies of graduates increase, the reputation of the institution is enhanced further, reinforcing the desirability of its degrees. As employability of graduates rises, the potential for alumni support also increases.

Concentrations of top faculty build the institution's capacity for research and open possibilities for establishment of world-class centres and institutes, which help to attract research and development revenues. Partners in the public and private sectors, and at other institutions, also recognize added value in joint ventures and collaborative projects. Research facilities and skilled jobs are added to the local economy and to the local resource base.

International students, both incoming and outgoing, are a significant asset. Many are top students, and they often sacrifice a great deal to study abroad. Alberta is a net "exporter" of students, sending more students abroad than it hosts. In 1991-92, approximately 5,000 students went elsewhere to study, while 3,400 students came to Alberta.[2] On the Canadian scene, in 1992-93, there were 20,970 Canadian students in U.S. postsecondary institutions alone.[3]

Many foreign students coming to Canada are professionals and senior administrators in business and government in their home countries, who will return to their positions upon completion of their programs. The contact networks they establish with us often develop into opportunities for trade and improved diplomatic relations with their home countries. From a purely financial perspective, some of the largest donors to our University have been foreign students who have attended the University and remember the friendships and experiences they had here.

WHAT ARE THE SOCIAL AND CULTURAL BENEFITS OF INTERNATIONAL ACTIVITY?

Our nation has a long history of responsible world citizenship. Development education offers unique opportunities to preserve and enhance our capacity to serve, both globally and locally.

Participation in mutually beneficial partnerships in development with nations of the South and the far North provide Canadians with experience and knowledge about the geographic, economic, political and cultural make-up of the world, and about issues such as poverty, ecological integrity, social justice, and human rights. Seeing first-hand how other nations are dealing with these issues, or not dealing with them, provides comparative information that is useful in developing social and international policies and practices for Canada. Positive interactions with foreign partners build friendships that contribute to peaceful and productive relationships among people of various ethnic, racial, and religious backgrounds.

At a public forum held on campus during International Week 1994, Charles Bassett, Vice President of Corporate Affairs for the Canadian International Development Agency (CIDA) remarked about the effect a Canadian University can have on people in developing nations. Among the benefits cited were improvements in education standards and systems of developing countries; increased capabilities to develop and benefit from intellectual property; and significant increases in the indigenous capacity to generate wealth and improve the quality of life.

WHAT ARE THE IMPACTS ON THE LOCAL, PROVINCIAL, AND NATIONAL ECONOMIES?

Economic benefits from international activity accrue in several key areas: hosting of visiting scholars and international students; staging and followup to academic conferences and meetings; attraction of research contracts and associated highly skilled jobs; partnerships with private and public sector research and development agencies; development of new technology and

products; and donations by alumni and corporations to the University.

Contributions to the Edmonton economy

Perhaps the most visible economic impact of international activity is in the area of convention and tourism spending. Out of four major conferences listed with Edmonton Tourism for the second half of 1994, two are a result of faculty members' international linkages. The University participated in the bid to bring the third conference here.

According to Edmonton Tourism, approximately 60% of conferences held in Edmonton are connected to the University. These numbers were significant enough that in 1992, the International Convention Secretariat, a partnership between the University and the Economic Development Edmonton, was formed to attract even more international conventions.

The joint conference of the American and Canadian Societies for Engineering Education hosted here in June 1994 illustrates the economic impact. Between 3,500 and 4,000 delegates from all over North America were housed both on campus and at local hotels. Delegates spent an estimated $200 per day on convention and attractions. A conservative estimate of the financial gain to our city from tourism spending is $1.5 million.[4] In addition, 25 to 30 students were hired for short-term employment as tour guides and facilitators.

In conjunction with the conference, industry and technical facility tours demonstrated local capabilities and opportunities. Valuable contacts were made between local businesses and international researchers and teachers. Professor William Sproule of the Faculty of Engineering, one of the conference organizers, said, "This conference will really put our name on the map as a top engineering school in North America."

The longer-term spin-offs are more difficult to quantify: repeat visits and tours, future joint ventures among participants, and new research and development opportunities. Other significant benefits arise from joint ventures, research projects, and institutes and centres locating on campus. These provide highly skilled jobs and expand the research capacities and technological infrastructure of

our city and province. Products and services developed from the associated research supply local and export markets, creating wealth for Edmontonians, Albertans and Canadians.

Spending by foreign students and visiting scholars also adds to the local economy. Figures reported in the Alberta Legislature indicate that each foreign student spends approximately $9,000,[5] not including tuition or other academic fees, per year. Foreign student enrolment at the University of Alberta for 1993 is 1,433, injecting approximately $12.9 million into the Edmonton economy.

Participation in the Alberta economy

In *Seizing Opportunity: Alberta's New Economic Development Strategy,* the Government of Alberta identified provincial strengths in agriculture and food, petroleum and related industries, forestry and tourism industries, and a high technology infrastructure. It described key objectives in the development of knowledge based industries and stated its intention to focus on commercialization of high technology research and export of related products and expertise. The Alberta government also endorsed an initiative which would "develop innovative models to foster research and development, which encourage joint university/industry research and promote Alberta as a desirable location for science and technology organizations."[6]

The University as a whole can and does contribute much to the economic fabric of Alberta. Its unique position provides opportunities to interpret international trends, agreements and events to help industry and students respond to changing needs and the changing global marketplace. Its knowledge about other cultures' social, business and political systems and practices, and alternative technologies are communicated to Alberta business leaders through a variety of media to help develop market opportunities—gaps in products and services offered in foreign or domestic markets—or create markets for new goods and services. International activity has and will continue to contribute to knowledge-based industries and advanced technologies.

Establishment of institutes and centres of excellence—science and technology organizations—are only possible through a concentration of internationally-oriented, multidisciplinary

expertise and world-class facilities for research and teaching. Several exist here already and three proposals for others have been mentioned to the Task Force. The Task Force encourages development of self-funded centres of knowledge, because they act as powerful magnets for top students and faculty members, they attract multinational research funding, and they add to the University and local resource base.

Partnerships with the private and public sectors offer opportunities to recover costs of basic research and assist in delivery of technology to domestic and foreign markets. Partnerships can also provide students with new areas of learning and work experience. The knowledge and facilities for developing and testing of products exist within the University. Traditional methods of funding have not necessitated large commitments of activity to commercialization of technology, which has in the past been considered the domain of the private sector. Current budgetary stringency is increasing discussion about joint ventures and partnerships in the primary functions of the University in research and teaching.

The Task Force heard that both the provincial government and the private sector would like to establish closer ties with the University, and to know more about our international activities as they relate to trade, markets and technology development. Better mechanisms are needed to increase contact and dialogue among these three players. Some specific areas of service, cooperation and communication were mentioned: mechanisms to provide expert analysis, joint venture training sessions and publications which interpret trends and trade agreements such as the Canada-US Free Trade Agreement, and the North American Free Trade Agreement; partnerships to develop local applications of foreign and multinational research; seminars, courses and employee and management training in international relations, culture and trade practices; joint ventures for research and development; and more opportunities to interact with international alumni and students—both foreign citizens and returning Canadians.

"We face a global economy which shifts on a daily—sometimes hourly—basis, and we need a new focus on anticipating and preparing for those changes." [7]
—Seizing Opportunity: Alberta's Economic Development Strategy

To the Task Force's knowledge, the dollar contributions of the University's international activities to the Alberta economy have not been quantified. Such a study would provide benchmarks for current and future partnerships, and allow the University to set goals and measure progress in future.

International education and the Canadian economy

The place of international education in the Canadian economic scene is summed up in the following paragraphs excerpted from a federal report entitled, *International Education: The Asia Pacific Region and Canada:*

> International education is big business. In addition to paying tuition fees, international students pay rent, buy groceries and purchase many Canadian products and services while they reside here. In 1991, international students' expenditures in Canada were estimated by Statistics Canada (based on a Vancouver Board of Trade study) as contributing about $1.5 billion to the Canadian economy—an amount corresponding to approximately 19,000 jobs for Canadians. While our competitors have already recognized the significant economic impact of international students to their economies, Canada is just realizing this fact.[8]

The economic benefits of internationalization are significant for individuals, institutions, economies and societies. On campuses throughout the world, the subject is being increasingly discussed—not so much as to whether it is beneficial, but as to how it is best achieved and supported by individual institutions.

THE OFF-CAMPUS CLIMATE FOR INTERNATIONALIZATION

The University sees itself as part of a wider community. As an important contributor to the social, cultural and economic fabric of our city, province and country, it is important for the University to work in partnership with local authorities and agencies, provincial and federal governments and the private sector, who are also developing plans and initiatives with global perspectives. Factors related to these external communities will have an impact on our internationalization process.

The national scene

Economic conditions in Canada are changing the needs and expectations of Canadians. A growing interdependence of economies means that we must prepare for expanded trading relationships. At the same time that the nature of our economic activities is changing, unemployment is high. For an increasing number of students, these trends translate to global employment horizons and career planning in an international context. The University must respond to these changing needs of students and society by training and equipping them for international employment and global citizenship.

Three federal initiatives may have a significant impact on our international dimensions. The Canadian government publicly recognizes that higher education is essential to the development of the knowledge, understanding and skills that are necessary for our country to compete internationally. It also recognizes that there are social benefits for Canada from global involvement. It is seeking to develop a national policy framework which will promote international cooperation in higher education, research and training; and promote innovation, cooperation and strategic partnerships among institutions, industry and different levels of government. Such a policy framework would provide a national context for international education, and it would have a direct impact on future relationships and activities of our institution.

"...there is a developing consensus that higher education, research and training must become more integrated into foreign policy efforts in order to strengthen Canada's position in the global knowledge-based economy." [9]
—A. Dudoit, Department of External Affairs, Canada

The second initiative, already underway, is a formal review of Canadian foreign policies. A revised foreign policy may open doors for mobility of students and faculty, facilitate research linkages and set parameters for development partnerships.

The third initiative is a challenge issued in the 1992 Prosperity Initiative Report which urged institutions to double the number of international students in Canada by 1994.[10] This challenge came at a time when the University of Alberta's foreign student enrolment had been declining since 1988/89, particularly in graduate studies.

There appears to be movement among universities toward specialization in a few disciplines of strength. There is speculation that this trend, combined with unprecedented abilities to provide interactive distance education, electronic data collection and transfer, and global communication networks, may lead individual universities to offer degrees in a few specialized areas to students

entrepreneurship as the Alberta government transfers services to the private sector; and increasing small business participation in export markets. They discussed a new emphasis on business and cross-cultural training of students as employees and entrepreneurs due to internationalization of marketing, production, financing, and communications functions.

Policies of public and private funding agencies for international research and development

Funding for international research and development is a significant concern for the University under current budgetary stringency. There is a trend among major funding agencies such as the Canadian International Development Agency and the World Bank to require interdisciplinary approaches and an institution-wide commitment to international projects. Projects are increasing in complexity and the need for interdisciplinary communication and coordination is increasing. There is a very practical need for the institution to monitor such trends and requirements of funding agencies, and to appoint a coordinating office for this type of activity.

Changes in technology affecting research and teaching

The rate of change in technology and telecommunications is awe-inspiring. Geographically it is true today that "information knows no boundaries." The University's ability to participate effectively in international projects may depend on its ability to collect and share information with global partners via the electronic highway. In teaching and learning, the concept of "distance" education is also being redefined, as interactive communication becomes more available and cost-effective. Alberta Advanced Education and Career Development identified the "increasing use of alternative forms of delivery of education and training services such as those made possible by the introduction of new technologies"[14] as a major change in the provision and delivery of adult learning opportunities.

This task force was not able, within its time frame or terms of reference, to review and make recommendations in these important areas; however, we feel strongly that the impacts of new technology

The city of Edmonton

A report by the Steering Committee for an Economic Development Strategy for Edmonton articulates a vision for the city which includes the following statement:

> With its natural assets and its existing and powerful educational infrastructure, Edmonton will develop and attract knowledge-based industries which are world class in their scope, which are environmentally compatible, and which relate not only to the natural resource industry and associated services, but also to other identifiable emerging industries. Edmonton will become an international centre for these specific knowledge-based industries.[12]

The report observes that, with educational and research facilities already in place, "Edmonton's relative isolation will not be an impediment to knowledge-based business."[13] It discusses opportunities for expansion into the U.S., European Economic Community, and the Pacific Rim and encourages a long-term view of investment for long-term benefits in new products, industries, employment and prosperity.

It is evident from the report that the City views the University as a significant asset in achieving its economic goals. The Task Force heard that there is potential for cooperation with the City in bids for international events, conferences, and public offices such as the United Nations Environmental Secretariat; in its Twinning Selections (economic and cultural exchanges); and in negotiations for linkage agreements with foreign universities.

Needs of the business community

Submissions from the business community focused largely on the need for information to help with the transition to a global economy. There was an expressed need for greater outreach by the University and greater interaction between the private sector and the University.

Businesses and individuals are seeking advice and techniques to help them adjust to changes in financial and geographic markets; increasing levels of competition; federal trade policy changes; changes in raw material and resource flows; increasing local

in a global marketplace. In this context, knowledge becomes a marketable commodity and a potential item for inclusion in international trade negotiations. Specialization is offset to an extent by interdisciplinary approaches and multilevel partnerships for student mobility, joint research and international development. The debate about the long term desirability of specialization and the marketing of advanced education is one in which this University should be a full participant with University organizations and the federal government.

The University has been asked to define and communicate its desired role in federal policy development. Changes in foreign affairs and immigration policies have direct implications for the University's international dimensions. The University has a great and growing store of expertise in intercultural research and development which is useful in policy formation. The task force agrees that there is considerable mutual benefit in increased liaison and communication between the University and the Government of Canada.

Higher education for Albertans

The University, in concert with the goals of the Alberta government, wishes to provide maximum access for Albertans and quality education with available resources. Accessibility, combined with the need to equip students for international careers and global citizenship, places emphasis on particular types of international activity. Mutually beneficial international partnerships and reciprocal exchanges are two measures to ensure that opportunities for our students are maximized and that the range and quality of their education remain expansive.

Recent changes in university funding encourage creative partnership approaches and increase the need for selectivity among proposals. Cost recovery measures may also be a part of future planning for international activity.

"I am pleased with the scope and effectiveness of the international education programming and activities undertaken by the University of Alberta. In addition to preparing Albertans for the global marketplace, the university has helped to strengthen Alberta's relationships with countries which are our key trade and investment partners. These ties continue to open doors for the province in the diplomatic and commercial areas."
—Hon. Ralph Klein, Premier of Alberta

on institutional practices and the opportunities technology presents for distance education must be assessed.

THE PROCESS OF INTERNATIONALIZATION

The process of internationalization is the incorporation of international content and global perspectives into curriculum; development of mobility programs for students, faculty and staff; and development education and participation in international development. As a campus becomes truly international, an ethos develops which recognizes and celebrates cultural diversity and contributions to international education and development. As the campus increases in reputation and stature, "ambassadorship" increases: receiving and sending students, faculty and staff; coordination of delegations representing Canada and the University abroad; memberships in organizations promoting international goals; and work with governments to facilitate the flows of people, information and services.

A starting point for the process might logically be with the mission statement of the institution. In the case of the University of Alberta, however, a great deal of international activity has preceded the development of a mission statement and policies relating to international activity. Linkages and networks established by individual professors and students have led to more formal institutional linkage agreements, and three offices have been created on the campus to support student activity, international development activity, and coordination of institution-wide concerns.

IS INTERNATIONALIZATION A PRIORITY FOR THE UNIVERSITY?

Internationalization is clearly recognized as a priority for development in *Degrees of Freedom,* the University's official statement of its mission, guiding principles and vision to the year 2005. The language of that document is international. The mission

statement specifically states that we will judge our performance in service, teaching and research by "the highest national and international standards." The vision it articulates is that we will be "a major international university in a select number of teaching and research areas," "the University of choice of the best scholars and graduate students in Canada and some of the best scholars and graduate students in the world," and a "highly respected university for the discovery and the dissemination of knowledge to local, national, and international communities."

Initiative 12 states that "The University will integrate the international dimension into our teaching and research programs to ensure that our graduates are equipped to play a role on the international scene and that the University develops strong international partnerships."

UNIVERSITY POLICIES RELATED TO INTERNATIONAL ACTIVITY

The University does not currently have an overall policy to focus and direct its international dimensions. Its *Mission Statement* reflects the international standards of quality it desires in teaching and research:

> The mission of the University of Alberta is to serve our community by the dissemination of knowledge through teaching and the discovery of knowledge through research. The mission will be carried out in a select number of fields and professions, to be determined within the context of a province-wide educational system and based upon the highest national and international standards.[15]

It has an International Student Policy (Appendix II) describing objectives in student mobility, and a Citizenship and Residence of Undergraduate Students policy (Appendix III) which limits the foreign student population to 5% of total enrolment.

THE UNIVERSITY'S ROLES AND OBJECTIVES IN THE INTERNATIONAL DIMENSION

Given that the aim of this university is to achieve national and international stature, and that the scope of teaching and learning is international, it becomes important to define the roles that the university wishes to play in international education, research, development and service.

Many groups made submissions to the task force which described a variety roles for the University. The Task Force summarizes the submissions in the following statements of roles and objectives:

Role as leader

- Develop knowledge and teaching capacities through multinational and multidisciplinary research that will increase Canada's and the institution's scientific, technological and educational competitiveness.

- Develop multinational networks for collection and dissemination of knowledge that will promote international cooperation and development.

- Develop organizational structures and supports that will allow and encourage cross-disciplinary teams to form and participate cohesively in international research and teaching in areas of excellence.

Role as educator

- Promote incorporation of global perspectives into all courses and programs offered by the University.

- Prepare graduates and scholars who are internationally knowledgeable and interculturally competent for employment, service and citizenship

- Maximize opportunities for Canadians to study abroad in the country and discipline of their choice through reciprocal exchanges and cooperative programs.

- Exercise leadership and initiative in interpreting and disseminating knowledge about global issues, cultures, economies and markets to local business, government and service communities.

Role as partner

- Develop a reputation for excellence in planning, project development and adherence to standards in research, teaching and development.

- Selectively develop mutually beneficial, multidisciplinary linkages with universities and educational institutions abroad to maximize opportunities for Canadians to study and carry out research abroad.

- Encourage strategic local, international and multinational partnerships among government, private sector and service organizations to further goals in international teaching, research and service.

Role as facilitator

- Develop proactive relationships and positions of influence with key groups in international education and research: governments, funding agencies, university associations, donors and sponsors, alumni, and other institutions.

- Develop strategies for funding international projects and mobility programs for students and faculty

- Host and participate in international forums for exchange of knowledge.

- Cultivate a cultural and financial environment which encourages the finest scholars and students to make this university their destination of choice.

Role as local and global citizen

- Act upon moral and ethical obligations to participate in mutually beneficial international development partnerships which will contribute to sustainable development and help narrow the gap between rich and poor nations.

- Provide a planning framework for international endeavours which will include a variety of ethical and practical considerations such as environmental quality, gender, racial and ethnic equity, and health; and promote development of local applications of international knowledge.

- Develop two-way communication with governments in Canada and abroad in areas of accumulated international experience and expertise, toward policy formulation and procedural concerns.

Role as ambassador

- Provide mechanisms to coordinate and facilitate international travel, hosting and visitation in order that the University presents a cohesive and positive image to partners and prospective scholars.

- Provide information and training for University representatives to emphasize their role as ambassadors for our institution and for Canada.

REPRESENTATIONS ABOUT THE UNIVERSITY'S ROLE IN INTERNATIONAL DEVELOPMENT

Many respondents to the Task Force stressed that the University of Alberta has a moral and ethical motivation, and indeed an obligation, for its involvement in international development. The University's commitment to international development has not been formalized in policy, despite considerable activity and benefits to the University and its development partners.

Substantial financial resources are available to support development projects which may include basic and applied research and teaching components. In a submission to the Task Force, Dr. Clifford G. Hickey, Director of the Canadian Circumpolar Institute and Professor of Anthropology, stated:

> ...the place for such a coming together to generate comparative knowledge and to foster the transference of skills to the developing world(s) is in the large research universities such as Alberta. Given the financial stringency of the day, it might seem unrealistic to propose such a grandiose mission. But, on the other hand, it is precisely in this area that there is international concern and money to support it... there are agencies willing to sponsor academics to solve development problems, and that often includes basic research.[16]

The Task Force heard a clear message that selective participation in international development can further the teaching and research initiatives of the University, be self-supporting, and assist in sustainable global development.

WHAT IS OUR ASSET BASE?

The climate and capacity for internationalization on the campus are favourable. There is a consensus among faculty and students that internationalization is desirable and essential for the future, especially in light of economic trends facing Albertans and Canadians. There is growing recognition of the need for interdisciplinary approaches in international research, education and development, and a willingness to meet related challenges. There is a moderate but growing appreciation of the role and value of foreign students in providing global perspectives and viewpoints in the classroom, and of their capacities as teaching and research assistants.

Organizationally, the University has already established 108 institutional linkages with 35 countries which provide a base for student and faculty exchanges. Currently, two administrative units provide services and support for various international activities: the

International Centre and Alberta International. Formerly, the Office of the Coordinator, International Affairs also provided leadership in establishing and facilitating such activities. That office was abolished in July, 1994. Its duties have been absorbed by Alberta International.

A number of Centres and Institutes, such as the Canadian Circumpolar Institute, the Canadian Institute of Ukrainian Studies, the Centre for International Business Studies, the Centre for International Education and Development, the Shastri Indo-Canadian Institute, and the Centre for Mathematics, Science and Technology are established here. Proposals for four new centres were brought to the Task Force: a Centre for Indigenous Knowledge, a Pacific Rim Institute, a Latin America Centre, and a Centre for the Study of International Partnerships. Such centres represent a significant concentration of interdisciplinary knowledge and research capacity. They provide visibility for the University in the research and teaching communities, and a springboard for international partnerships.

Additional strengths of the University are the existence of international programs: in the Arts Faculty, for example, Asian, Slavic and East European, and Canadian studies; in the Faculty of Business, majors in International Business, Japan, German and Spanish American Studies; in the Sciences, degrees in agriculture, agroforestry, environmental studies; in the Faculty of Education, degrees in international and comparative education; and graduate and postgraduate political science programs in international relations. These are supplemented by a wide variety of individual language and cross-cultural courses available to all students.

Faculté St. Jean is the only bilingual faculty in Western Canada, receiving students from across Canada and from French-speaking countries. Four degrees can be obtained in French: BEd, BA, BSc, and MEd. The Faculté has been a leader in Canada for training its BEd students to teach in minority environments, particularly as French immersion and first-language French teachers. It is a strength in developing linkages with universities in French-speaking areas of the world.

The Faculty of Extension has a philosophy of outreach. It promotes access to learning for geographically and professionally diverse groups of people, tailoring courses to meet specific learning needs. The faculty has considerable experience internationally: it develops

courses and designs education programs which are offered internationally; acts as an adult education consultant and designer to governments in developing countries; publishes text books and teaching materials to support courses; and participates in research in Adult Education with partners in China and Japan. The faculty reports increasing international participation and interest in its offerings. It has a very large and growing English as a Second Language program with high take-up by Southeast Asians, and it conducts self-financing language and cultural seminars. It offers strong programs in Business and Government Studies, and is currently looking at offering municipal government programs in the Philippines. It has strong capabilities in Fine Arts, Humanities, and Women's Programs, which may find potential applicability internationally.

We are fortunate to have a large number of internationally known and internationally active faculty members and visiting scholars, many of whom have received recognition via teaching and research awards and honorary degrees. On the part of faculty members, there is a significant degree of individual initiative in developing research projects and incorporating international experience and information into the curriculum.

There is also a significant interest among staff members in exchanges and volunteer work experience projects. The Task Force heard from individuals who had participated in projects, to the benefit of the University's international reputation and skills of its staff.

Student initiative is strong and growing. Organizations such as the International Association of Students of Economics and Commerce (AIESEC), the Students International Health Association, and the Exchange Students Society promote student exchanges and traineeships. Groups and individuals have pursued improvements to the international culture, and are working to promote global perspectives in the thinking and actions of students and faculty. Their persistent interest has increased the variety and accessibility of programs for international students.

The alumni of the university are also a resource. The Alumni Association reports that it has 16 international branches, with 4,766 members in the United States and 4,519 members overseas. Some

of the strongest financial supporters of the University have been international alumni.

An interesting and positive spinoff of the University's international dimension has been the development of volunteerism among faculty and staff. The International Centre reports that it has over 400 volunteers actively involved in welcoming and orienting foreign students, facilitating student exchanges, and providing services and information for development education.

WHAT ARE OUR CURRENT ACTIVITIES?

The number and variety of activities described to the task force by participants was astounding. As the number of submissions grew, so did our awareness of the creativity, initiative and persistence of individuals in developing their projects. Because there is not a formal or comprehensive system of registering, tracking or formally recognizing international work, and because so many projects are carried out without a formal commitment of University resources, it was impossible for the Task Force to catalogue all of the activities.

A few sources provide an indication of the breadth of funded or formal activity. A published summary of the Fund for the Support of International Development Activities (FSIDA) and the Short-Term Scholars Fund (STSF) shows that over the past 10 years FSIDA provided funds for 159 different projects in 49 countries. The STSF funded 35 visiting scholars from 13 countries between 1984 and 1992.[17] Alberta International, as mentioned earlier, reports 108 formal linkages with 35 countries. These figures only include projects for which endowment funding has been provided, and formal agreements that exist between our University and others abroad.

The following is a sampling of the variety of current activities which may or may not be formally acknowledged, tracked or funded by the University.

Curriculum

- Courses offered locally with international perspectives and content
- Degree programs with international specializations/topics
- Summer education programs including foreign language and English-as-a-Second Language instruction, cultural immersions, volunteer work experience, travel programs and others
- Adult education and extension courses in English, French and foreign languages, cultures, business and government studies, and others which provide a bridge between the University and adult learners in Canadian business and government, and in foreign markets

Mobility programs

- Single-term or year-abroad student exchanges
- Faculty, professional and administrative staff exchanges
- Sponsorship of graduate students in international research and teaching assistantships
- Student-initiated summer and full-year exchanges, "traineeships," and work/study programs abroad
- Faculty-based student internships for credit or practicum experience
- Sponsoring international students and allowing thesis and doctoral research to be carried out in their home countries where possible

Research

- Government or privately funded research in or relating to other countries

- Private sector partnerships in research conducted in or with other countries, or relating to trade and technology

- Initiatives of University-based Centres and Institutes for research and teaching in selected fields of study

International development

- Projects in the sciences, community and rehabilitation medicine, environmental management, human resource development and others

- Consultation and education initiatives to assist developing nations in becoming selfsufficient in vital areas such as food production, and environmental management

- Assistance in developing social and technological infrastructures and resource bases in fields such as education, government, communications, and medicine

Alumni

- Ongoing friendships with alumni abroad are maintained by the association

- International offices maintain contact with the University for alumni, and may act as host and resource for trade missions and individuals from Alberta in the international office region

- Alumni association activities such as travel programs

Electronic linkages

- Swapping of ideas, data and library holdings by electronic mail

Partnerships

- Participation in trade missions to other countries with local and provincial authorities

- Liaison and joint ventures with international development agencies such as CUSO, Canada World Youth and the Centre for International Alternatives

Administrative support/hosting/liaisons

- International publications programs, lecture series, and conferences

- Executive training and trade development

- Fundraising for and distribution of bursaries, grants and awards for international work and study; support for individual and student initiatives

- Contacts with Canadian and foreign ambassadors

- Membership and participation by the University in organizations which represent international education, research and development interests, such as the Association of Universities and Colleges of Canada (AUCC).

- Student associations, clubs and societies pursuing international education and social goals

- Programs to encourage cross-cultural awareness and individual interactions, such as the Host Family program which places foreign students with Canadian families, and the Bridges Program which sends foreign students and faculty members to speak at schools and community groups

- Services to incoming and outgoing international students such as processing documents, and welcoming and debriefing exchange participants

- Volunteer opportunities in the international centre

- Interdisciplinary project coordination and communications

Professional development

- Faculty and staff membership in world-level professional and academic organizations, frequently at the Executive and committee levels

- Development of networks of international contacts for research and teaching purposes

This list is not all-inclusive. It is generic—it does not give a sense of the significance and human impact of individual projects.

AN IMPACT ON THE WORLD

The University has made wonderful and exciting contributions to the quality of life for many people around the world. The University of Alberta has helped the people of Indonesia establish teaching and service capacities in physiotherapy and occupational therapy—a new health profession providing highly skilled jobs in that country. Other examples illustrate the variety of contributions.

In former Soviet Bloc countries, the University and private sector and medical community partners are assisting in democratization, modernization of industries, and training of medical practitioners.

In the far northern, circumpolar regions of the world, an interdisciplinary team is actively assisting indigenous peoples and governments in developing and coordinating research and the transfer of technology to promote sustainable development, and is establishing networks to promote indigenous knowledge around the globe.

One University staff member on a recent three-month, voluntary work project in the Czech republic shared her significant knowledge about services for persons with disabilities with senior government and educational administrators there. Her contribution is now helping that country to move away from a system which.

during 40 years of Communist rule, totally segregated students with physical and mental disabilities.

The Faculty of Education, through CIDA-funded projects sends staff to Jamaica, Namibia, Nepal and Uganda to teach courses and provide guidance and instruction in teacher education programs. Returning staff members transfer their appreciation, knowledge and experience of world conditions and cultures to new teachers entering the Alberta school system. The long-term effect is greater cross-cultural awareness and understanding among the people of our province.

These are only a few examples of projects that have been initiated and carried out by individuals, faculties, institutes and centres on the campus. The resourcefulness and the passionate commitment of individuals to a global vision are commendable and inspiring.

This University is a dynamic institution full of individuals working with real people in real situations with real problems that require real solutions!

One of the strongest messages the Task Force heard was that the international research, development and education projects being carried out by this University are significant, worthwhile and important to society. We also heard that not enough people know about the variety or the local and substantial benefits of our international involvements. The stories need to be told to audiences on and off the campus.

BARRIERS TO RECEIVING INTERNATIONAL STUDENTS

Public perceptions about foreign students

The climate for internationalization on and off campus is affected by public perceptions about the presence of foreign students. Questions have been asked of the Senate about the cost to taxpayers of foreign students at Canadian institutions and the possibility of foreign students taking spaces that would otherwise be available to Albertans.

A false impression of the number of foreign students may come from the number of Alberta and Canadian students who are members of visible minorities but are often second, third and fourth generation Canadians. The actual percentage of **undergraduate foreign students** attending the University is currently only 2.9% of total student population, well below the current policy maximum of 5% and the provincial average of 4%. These numbers are far below those of other international universities such as Harvard (15.4%), Columbia (17.2%), Stanford (15.8%), and MIT (22.1%).[18]

In Winter Session 1993-94, there were 765 foreign students registered fulltime in the Faculty of Graduate Studies and Research. This represents 23% of the total 3,302 fulltime registrants in the Faculty.[19]

Questions about foreign student numbers must be answered by providing accurate information about enrolment and enrolment objectives; the positive aspects of a foreign student presence; the costs and benefits of student mobility programs; the long-term contributions of international students to our local and national economies and resource bases; and the advantages of reciprocal exchanges in providing affordable opportunities for Albertans to study abroad.

Foreign graduate students do not take spaces from Canadian students. Because a relatively small percentage of students go on to graduate and post graduate study, and because many Canadians wish to pursue graduate studies at foreign universities under specific faculty sponsors, there is a limited pool of Canadian applicants. Because of the selective nature of graduate and post graduate studies, where theses must be proposed and accepted by faculties, there is not duplication of work among candidates, and hence, there is not competition for the "same" spots.

It cannot be stressed enough that foreign students, and especially foreign graduate students, are essential and provide unique contributions to the fabric of the University. Diversity of perspectives and intellectual approaches provide an important element in the development of thought and ideas. If a major goal of our international efforts is to provide a maximum range of affordable opportunities for Canadians to study at the finest institutions abroad, we must ensure that foreign students are received at this University in a positive and welcoming manner.

Appendix IV provides information on enrolment of students by country of origin.

Differential fees for foreign students

An Alberta Draft White Paper on Advanced Education was released March 30, 1994, which proposes full cost tuition fees for foreign students who begin their studies on or after September 1, 1995. Foreign students enrolled prior to that date continue to pay a 100% differential fee.

The University has two differing policies regarding the differential fee. The policy of General Faculties Council (see Appendix II: International Student Policy) has been to work toward abolition of the differential fee. The Board of Governors, which had endorsed the International Student Policy in 1986, reversed its position in its response to a 1990 Tuition Policy Review by the Government of Alberta. The University's public response to the newly released Draft White Paper said, "At a time when Alberta is ready to access the world, we believe that this move could send the wrong message."[20]

In recent years, the differential fee seems to have negatively affected the number of graduate students who have chosen to study at our University, with total graduate enrolment steadily declining from a peak of 31% in 1988/89 to the current 23% in 1993/94. This trend is alarming because of the major role that graduate students, and particularly graduate assistants, play in the teaching and research functions of any University. Full cost recovery is expected to have a disastrous effect, sharply reducing graduate student enrolment, reducing the University's teaching and research capacities, and jeopardizing its standing as a world-class institution.

Another serious effect of the differential fee, which would be magnified by full cost tuition, is that many graduate students who have chosen the University of Alberta in spite of the 100 per cent differential fee have been reduced to poverty. The following quote from a recent study by the Graduate Students Association (GSA) illustrates:

> ...after fees have been deducted a foreign student, even if they are in receipt of a differential fee scholarship, will be left with $418 a month to survive on during the first three months of their program...It doesn't take much imagination to realize that these students face severe financial hardship.[21]

One of the objectives of the University's International Student Policy is to strive for student representation from as many countries and cultures and fields of study as possible. Differential fees work against students from the poorer countries and countries with currency exchange controls, and against enrolment in the higher cost professional and high technology faculties.

Lessons can be learned from Britain's hard experience with full cost recovery in 1979:

> The results: a decline in foreigners (including Canadians) studying in Britain, a modest return to the national treasury and widespread disaffection towards Britain throughout the Commonwealth.[22]

In an interview with a representative of the British Council (the office responsible for promoting British higher education among foreign countries), this Task Force was told that reaction to the policy was strong. The Commonwealth nation of Malaysia, which is currently the third largest sender of foreign students to the University of Alberta, instituted a "Britain Last" policy for foreign trade. After four years under the full cost recovery policy, Britain introduced a scholarship program to offset its effects. The number of overseas students rose quickly, surpassing the 1979 levels.

If foreign graduate students are important to the life of our institution, if they are considered an asset to our University and country, and if, from their experience of living and working in Alberta, they are to take home positive opinions of Alberta and Canadians, then differential and full cost tuition fees must be abolished or redressed. Albertans must be made aware that if the climate in Alberta for receiving foreign students is unfavourable, we must also expect that reciprocal opportunities for Albertans to be accepted abroad will be limited.

The University must fully investigate and publicize the short and long term effects of these fee structures on foreign and Canadian

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students, and on our economy. Both fees are collected by the University, and there is not a restriction on how the revenue is used or disbursed. The University is free to consider ways and means to mitigate the effects of the current differential fee and proposed full cost tuition through remissions, scholarships, bursaries and assistantship income, and through reciprocal student exchanges and linkage agreements where both the Canadian and the foreign student pay fees directly to their home institutions and simply "swap" study opportunities.

Financial status of graduate students

Differential fees, costs of settlement in a new country, immigration regulations limiting off-campus employment, low levels of income from graduate assistantships, Canadian costs of living, and the failure to guarantee that assistantship positions will actually be available when the student arrives for study, or that an assistantship will be available for the duration of the program, all make it difficult for foreign students to choose the University of Alberta. Foreign students with dependents find it particularly difficult. In recent years there has been an increased demand for emergency loans and bursaries.

The Senate's Task Force on Student Finance recognized the financial constraints on international students in its report in 1993:

> ...the burden on foreign students is considerable. Many are limited in access to resources to finance their education. Many come from countries where there are no government loan programs, where wages are too low to save sufficient funds to study in Canada and where there are restrictions on the amount of currency that can be taken out of the country. Employment for foreign students is now restricted to that which may be found on the University campus, and they are not eligible to participate in the Canada Student Loan Plan or its provincial counterpart. Although the spouse of a foreign student may be legally entitled to seek employment, it is almost impossible to find a job even with compensation at or only slightly above the minimum wage. Child care may be a particularly onerous load and in fact the spouse may choose not to work at all in order to avoid the cost of care.[23]

The issue of adequate funding is not limited to foreign graduate students. The 1993 GSA report indicated that 41.4% of graduate students (not just foreign students), regardless of family size, were living on a monthly income of less than $1,500 per month. Approximately 37% of all students surveyed lived on less than $16,000 annual income—below the poverty line established by the Edmonton Social Planning Council.[24]

Concern was also expressed to the Task Force that the Alberta government is reviewing eligibility criteria for programs such as Alberta Health Care Insurance, Out-of-School Care and Daycare subsidies. Currently, students who reside 12 months in Alberta can obtain Alberta Health Care at full premiums, and they are eligible for low income subsidies. Removal of subsidies would be especially hard for single parents. Even those on full scholarships are not able to afford the full cost of day care. Students and spouses who work while in Edmonton do pay income taxes to support social programs and should not be denied access to benefits while they are living and working here.

Need for a comprehensive funding strategy

In addition to concerns about limited funding for graduate students, there was concern about the lack of financial support for mobility programs at the undergraduate level. A comprehensive financial program was advocated to meet the needs of graduate students in return for services provided to the University in teaching and research, to provide support for undergraduate student mobility programs, and to mitigate the effect of the differential fee. Elements mentioned to the task force included assistantships, scholarships, bursaries and loans for international students, and fee waivers for foreign graduate students. These measures would ensure that the best scholars would not be deterred from choosing this University due to the potential hardship.

Enrolment ceiling for undergraduate students

In 1991, an enrolment ceiling for total foreign undergraduate students was set at 5% (GFC Policy 91.4, January 1991). The current percentage of foreign undergraduate students is 2.9%. The ceiling is not an immediate concern, but it is low enough that if the number of Canadian students on reciprocal exchanges with other

Universities approached 2,000, it would become a constraint on their international study options.

A goal of the International Centre has been "2,000 by 2000"—sending 2,000 Canadians on exchanges abroad by the year 2000. With increasing student interest being reported, and the range of opportunities becoming wider and better known, this goal may well be realized. The ceiling should be monitored for any negative effect on opportunities for Canadians to study abroad.

Federal processing of student authorizations and immigration information

Canadian universities are losing top quality students to the United States and other countries because the processing time for Canadian Student Authorizations is much longer than for comparable authorizations from other countries. Letters to the University from students tell of response times of one month on a letter of enquiry to Canadian authorities, and that it takes four to five months to process an application for a Student Authorization.

In many cases a student applies to several institutions. Even though a letter of admission to the University of Alberta may be approved and dispatched, the student cannot enter Canada until a Student Authorization is received. Unfortunately, Canadian Student Authorizations often do not arrive until late August. The student cannot afford to wait and risk losing a place at an alternative institution.

Often, the Canada Student Authorization does not arrive before the start of the academic term. If the student is a teaching or research assistant, the faculty must scramble to cover their duties until their arrival date.

The Task Force believes that this situation is unacceptable and avoidable, and that discussions with the appropriate federal departments should be initiated.

Until recently, the International Centre had the only facility in Canada for processing immigration enquiries and authorizations outside of a federal government office. This helped our international students and visiting scholars greatly, by providing

them with one stop service for enquiries and documentation. That facility was removed recently, and placed in Vegreville, Alberta. This has caused difficulties for many people on campus. Restoration of the service would help both students and faculty.

COMMUNICATIONS AND LIAISONS

Throughout the interview and submission processes, the Task Force heard that the University needs to become more accessible to its various communities. Respondents suggested two means of becoming more accessible and better understood: partnership approaches and attitudes in our international initiatives, and communication about the results and benefits of these partnerships.

Proactive communication with key groups

Faculty, students, and staff gave exciting accounts of their involvements. Most lamented the fact that they have been so busy carrying out projects that there has not been time to tell the stories to people who are not directly involved. Members of the news media, government representatives, business leaders, and individual citizens told us they would like to know more about the contributions of the University in research and international development, local applications of University projects, and achievements of graduates in international service and global citizenship. There is an untapped element of civic pride in the accomplishments and contributions of the University of Alberta. There is also a need to show the University's real and significant contributions to our local society and economy. These two aims could be greatly advanced by planned and effective communication about the University's international dimensions. Innovative and highly targeted strategies for communication may be developed on an institution-wide basis and on a project by project basis.

At the time of writing, the Office of Public Affairs, which handles formal communications on behalf of the University, had not been directed to place a high priority on international affairs. It does not currently develop communications strategies for international projects, and in fact it frequently cannot respond to requests for service due to lack of resources and competing demand from

various units in the University. The need for increased communication from the University in general, and on international projects in particular, was one of the most frequently mentioned items in submissions and interviews. Communication planning and delivery is a powerful but often-neglected part of international dimensions. Adequate resources are needed for liaison and communication with key groups to increase awareness and support for activities. A communication strategy is needed to ensure that key publics are informed about the University's international activities in general, and about specific initiatives in particular.

Special purpose communication to enhance effectiveness

Several items were brought to the Task Force where special purpose communication is needed to help remove barriers to activity, or increase awareness and support for University activity:

With the Government of Canada:

- Related to processing of Student Authorizations, and return of an immigration enquiries facility to the campus.

With the Government of Alberta:

- Communication related to full cost tuition, eligibility of international students for Alberta Health Care, Out of School Care and Day Care Subsidies; dialogue related to policy formulation in areas such as international postsecondary education, teacher training, multiculturalism, trade and technology exchanges.

With taxpayers:

- To remove misperceptions about foreign students taking admission spaces away from Albertans, and to inform them about the short and long term benefits of international students for our city, province and country.

With the City of Edmonton:

- Periodic meetings or briefings for elected officials and Economic Development Edmonton officers regarding the University's international dimensions and plans to increase their awareness and support for international activity.

Partnerships with international stakeholders

Partnership approaches to internationalization begin with recognition that there are a number of stakeholders in the process, not all of whom are on campus. Effective partnerships are based on mutual interests and mutual contributions which lead to mutual benefits. Some of the potential partnerships identified by participants are as follows.

City of Edmonton:

- University participation in municipal twinning selections was identified, to broaden the base of exchanges to include education components and university participation.

- Participation in bidding for and hosting of international conventions and events through the International Convention Secretariat provides economic benefits and enhances the University's international reputation.

Province of Alberta:

- Participation in trade missions to promote the province and the University internationally.

- Consultation and research services to government departments on cultural and business systems in other countries through faculties, providing international students and alumni employment and work experience.

- Increasing use of University alumni as contacts and sources of information for trade and technology development in other nations.

Government of Canada:

- Increased interaction of the University of Alberta and other postsecondary institutions with government to influence policy development on issues such as foreign affairs, international development, immigration, trade, technology development and transfer, sustainable development, peace keeping and advanced education. Interactions may take a variety of forms, including: direct contact with program administrators; meetings with elected representatives; submissions at public forums; participation in advisory committees; presentation of briefs; and submissions through postsecondary associations. With increased interaction, the University will be in a better position to anticipate new policies and their effects on the University's operations.

- Developing publicly-held knowledge bases about geographic areas, other cultures, international political and business systems, Canadian participation in international development, trade agreements and their effects, and other topics, to be made available on an ongoing basis through libraries, government offices, universities, and other public outlets.

Private sector:

- Partnerships in funded research and development, and in bringing research institutes and centres of knowledge to Edmonton.

- Partnerships in international cooperative training programs, student internships, traineeships and other work/study programs.

- Joint ventures in seminars, workshops and management training programs related to language training, cross-cultural studies, international trade opportunities, trade agreements, and trade practices, comparative business and legal systems.

Other universities, university federations, and postsecondary institutions:

- The University currently participates to different extents in several university federations. A review of all such

memberships for their pertinence in the international context would be helpful in selecting active membership in the most effective of these associations.

- Other universities and colleges in Canada were contacted to determine their plans and experiences in internationalization. All of those contacted indicated interest in the plans of this University, as a demonstration of leadership and cooperation.

- Increasing complexity of projects requires inter-institutional cooperation and interdisciplinary planning and delivery. Partnerships with colleges and technical schools are likely to increase in the coming decade.

Nongovernmental institutions (NGOs):

- Organizations involved in international development, such as CUSO, Canada World Youth, Earthkeeping, and Labour World, expressed interest in increasing cooperation with the University to further common goals. There was also interest expressed by faculty and students in providing credits or some other form of recognition within a student's program for international development experience gained through NGOs.

Ethnic and cultural associations, service organizations:

- Ethnic and cultural associations have been major sponsors of international work of the University in the past. One example cited was the support given by the Edmonton Ukrainian community to the work of the Canadian Institute of Ukrainian Studies, which has provided major research and publications leading to development in Ukraine and business opportunities for Canadians.

- Local associations could become strong partners and supporters in welcoming visiting students and scholars, and in providing opportunities for foreign and Canadian citizens to interact. Speaking engagements for international students, scholars and alumni help to tell the story of the University's commitment and activities in international research, development and education.

The Task Force believes that strategic development of local, provincial, national and international partnerships and liaisons

would be instrumental in furthering the international goals of the University, in creating and advancing public awareness and support for international activity, and in increasing local awareness of the value of the University as an asset to the community.

INSTITUTIONAL PLANNING FOR INTERNATIONAL ACTIVITY

The volume and visibility of international activity are increasing. Many projects and programs have become interdisciplinary in scope, with a variety of components relating to students, researchers, administrators and society. Requirements of government and private sponsors of international research and development are also changing, with preference being given to comprehensive project proposals, and emphasis being placed on formal planning and reporting methods. Increasing complexity and the need for coordinated planning and communications have strained the resources currently allocated by the University for formal project development.

A framework of policies and goals for internationalization

The Task Force heard many submissions which urged that a university-wide framework of policies and goals be established to provide direction, cohesiveness, coordination and communication for diverse projects and programs. All of the respondents agreed that there should be some central coordination of activity to ensure that the University has a cohesive, coordinated presence in the academic, government and financial communities. The submissions mentioned:

- *The need to develop a comprehensive policy framework* that would articulate the University's vision of a global campus, outline its commitments to international development, and the process of internationalization.

- *The need to define institutional goals* to provide direction in selecting and developing projects within the institution's resource capacities. Examples of articulated goals are to

provide the widest possible variety of opportunities for Canadian students to study in other countries, with matching representation of other countries on our campus; to incorporate international perspectives into all courses and programs within five years; or to establish a certain number of self-funded international centres and institutes on campus over the next ten years.

- *The need to identify "windows of opportunity,"* those unique strengths or resources on which to develop partnerships and programs.

- *The need to define standards of excellence* and benchmarks against which to measure progress toward internationalization goals in curriculum development, student mobility and international development, such as student, faculty and staff participation; number and range of linkages and partnerships established; success of graduates in international service and employment.

- *The need to incorporate international experience and activity* into faculty hiring and performance evaluation criteria, and institutional recognition and reward systems.

- *The need to facilitate cooperative planning* in an increasingly interdisciplinary environment. Communication across faculties must be coordinated and directed toward achieving program and institutional goals.

- *The need to maintain a balance* in encouraging individual initiative and allowing the University to gather information and report on activities.

- *The need to communicate effectively with a wide number of audiences* for purposes specific to each audience. One of the most-repeated messages the Task Force heard was that increased communication was needed between the University and key interest groups: federal, provincial and municipal policy-makers; the private sector; university umbrella organizations; the international development financial community; non-governmental agencies involved in international development; multicultural and ethnic associations; and the public at large. Increased contact at senior levels was encouraged by several of these groups, to ensure that

the University's interests were represented in their planning and policy-making, for mutual benefits. Increased liaisons would also ensure that the University's policies and practices remain appropriate and effective. Information to the general public would aim to promote awareness of projects and local benefits international activity, and cross-cultural awareness and understanding.

Guidelines to assist in project planning

Suggestions were also made that planning guidelines be developed which, in addition to project-specific items, could include:

- *An "ethics" component* to look at the projects relationship or effects on the environment, human rights, poverty and other social issues;
- *A communications component* to inform faculties, students, local audiences and key groups about the results, benefits and implications of the project;
- *Standards and methods of evaluating success or failure* of projects and programs;
- *Tracking or reporting methods* which would provide a better awareness of the extent and variety of undertakings and opportunities to publicize international endeavours. Evaluation and tracking would also provide a means of identifying and recognizing outstanding participants and their contributions to education, to society and to the University's international presence.

AN OFFICE OF INTERNATIONAL AFFAIRS

To grow in stature as an international institution, the University will need to put in place an organizational infrastructure that will support and promote not only programs, but also the climate, information flows and relationships which are crucial to success.

Currently, the University has three offices which coordinate a portion of its international activity. The International Centre provides services, programs and publications for international students. It actively promotes awareness and participation in international activities and promotes a positive environment for cross-cultural interaction. Alberta International coordinates all contracts for international programs and international linkage agreements. It provides services and advice to departments on international linkages, exchanges and projects, and liaises between the University and government, funding and development agencies. The office of the Coordinator, International Affairs, provides the liaison between the University and outside agencies, coordinates hosting of visitors, communicates and advises across faculties on international affairs, initiates and administers university-wide projects and programs, and administers the Fund for Support of International Development Activities.

The existence of these three offices has been a strength of the University. In fact, they have been used as models for service delivery by other universities in Canada and North America. However, their combined resources and mandates will not provide for a wider range or increased levels of international activity. Although the offices work closely and cooperatively, their independent functions do not provide a central focal point for activity. They are not organizationally positioned to facilitate incorporation of the international dimension into institutional policies, administrative practices, curriculum, and public information programs.

The Task Force accepts the advice given in many submissions and interviews that a well-positioned, effectively structured office is needed to give leadership and visibility to the internationalization process, to provide organizational support for existing and future activities, and to facilitate both individual and institutional participation in international endeavours. For purposes of this report, the central office being proposed will be called the "Office of International Affairs."

Priorities for activity

The top priorities of the Office of International Affairs will be to facilitate the transition of the University to a truly international campus, and to promote the growth of its stature as an international

institution of choice among the best scholars and students from around the world. Initial tasks would include the following:

1. Cooperatively developing policies, setting goals, and developing standards and methods for evaluating progress toward internationalization.

2. Formulating organizational strategy in critical success areas: curriculum development; mobility programs; international development; financial planning; internal and external communication; analysing and maximizing effective use of international strengths and comparative advantages.

3. Incorporating international perspectives and activities into the campus culture and practices, such as promoting interactions between Canadian and foreign students and faculty; providing cross-cultural training for staff, students and faculty who sponsor or work with international students and scholars; reflecting institutional priorities in hiring and evaluation criteria for faculty; developing rewards and recognition programs for international activity by staff and students.

4. Developing and evaluating communication links, partnerships and memberships with key communities, to facilitate and promote awareness of the University's international activities and related benefits. Key groups identified in submissions included federal, provincial and municipal government agencies; the private sector; associations to which the University belongs (*e.g.*, Association of Universities and Colleges in Canada); international finance and service agencies.

5. Developing a project planning framework which will enhance the thoroughness and likelihood of success of individual projects, and provide a thread of unity and identity as a distinctive University of Alberta initiative.

6. Facilitating, coordinating and supporting the University's official visitations, and hosting and participating in international events, and major conferences brought to Edmonton through the University.

7. Managing the activities of the International Centre and Alberta International.

8. Providing liaison between the University and government, and funding and development agencies, replacing services formerly provided by the Coordinator, International Affairs.

Once supporting policies, strategies and linkages are in place, the focus of the office will become more program- and project-oriented. A sampling of the activities which might be supported on an ongoing basis would include:

- negotiation and ongoing administration of an expanded range of linkage agreements with other universities
- liaison and negotiation with partners in specific research, development and education projects
- promoting awareness of course availability, and opportunities for international work and study
- assisting individuals and faculties with development of project proposals and strategies to obtain funding for new initiatives
- ongoing partnerships in promoting our institution, city, province and country through participation in trade missions, and bids and proposals for location of international centres, institutes and offices in Edmonton
- hosting or participation in international conferences, symposia, colloquia, and world events
- monitoring and appropriately communicating to faculty and project leaders the policies, practices and standards of key agencies such as federal and provincial governments and international funding agencies
- developing awareness among the off-campus communities of the activities and benefits of international education through such as the "Bridges" and "Host Family Program"
- working with administrative units to develop financial assistance and support programs for students and faculty coming to the University and going abroad

- providing a focal point of activity and a central reference point for enquiries regarding international activities and expertise on campus

- coordination of an increasing number of official visits and delegations to and from partner institutions, and promotion of a sense of "ambassadorship" among our students and faculty

- participating in international development consortia with other universities, governments or the private sector.

This list is not prioritized or exhaustive, but it demonstrates that a variety of institutional supports and coordination are necessary if an international presence is to be maintained. The University will need to allocate and reallocate resources to provision of these supports according to the priority it has placed on international activity.

As indicated in the preceding discussion of tasks, there is a split in the work to be done by the office between initializing the transformation to an international campus, and ongoing administration and liaison. As a result, the Office itself will undergo transition within its first few years of operation. The Task Force recommends that a review of progress toward internationalization goals be undertaken by the University after five years, including a review of the structure and operations of the office itself.

LEADERSHIP OF THE OFFICE OF INTERNATIONAL AFFAIRS

A variety of suggestions were made by various respondents regarding the reporting position and title of the senior officer. However, there was not a consensus as to whether the leadership position should be primarily administrative at the Vice President level, or academic at the Dean level. Historically, the University has placed responsibility for international affairs within its administration. There has also been precedent that multidisciplinary or university-wide responsibilities have been assigned to a Dean, such as the Dean of Graduate Studies and

- promoting recognition, access to and utilization of skills and knowledge of foreign students and scholars in teaching and learning.

- promoting a climate and appropriate services to welcome, orientate and assist visiting students and scholars

- encouraging faculty to sponsor international graduate students and to permit students to conduct theses projects in home countries wherever possible.

Curriculum development

- ensuring that international perspectives are incorporated into courses and programs of study to prepare students for global citizenship and service

- promoting existence of and access to language training

- publicizing availability of internationally-oriented courses and programs

- increasing the availability of optional credits for development education, international study and practicum experiences

- developing an "international" degree or an international designation which can be added to an existing degree

International development

- developing a planning framework to assist in effective project development, management and evaluation

- facilitating proposal development and funding applications

Finance

- developing a comprehensive strategy to promote ongoing viability of institutional initiatives

- developing funding sources

3. That **the Office of International Affairs develop a strategic plan** to establish the University of Alberta as a leading international University. Elements of the strategic plan should include:

Linkages and exchanges

- maximizing the range of opportunities for Canadians to study abroad in as many countries and fields of study as possible
- emphasizing reciprocal exchanges and mutually beneficial partnerships
- emphasizing a long-term horizon for linkage agreements (ten years or more)
- building current linkages into multidisciplinary, multilevel, multilateral exchange networks which include opportunities for participation by students, faculty and staff
- participating in consortia of universities and postsecondary institutions in linkages and projects
- encouraging and facilitating establishment of self-funded institutes and centres of knowledge on campus
- identifying windows of opportunity and potential areas of international leadership
- identifying for the University the linkages which are most desirable on a priority basis

Human resources

- reviewing and revising faculty hiring and evaluation criteria, and institutional recognition and reward programs to incorporate international activity
- developing cross-cultural training and multicultural awareness programs for faculty, staff and students

Research or the Dean of Student Services. In the current University structure, adoption of one approach or the other may leave gaps in the coordination and leadership required to fulfil the broad requirements of the position.

Ideally, the senior officer would report to the President, to fulfil the requirements of planning, administration, evaluation and external communication. The position should also be a member of Deans Council to fulfil the role of advisor and facilitator in incorporating international perspectives in curriculum, encouraging international education and research programs and exchanges, and acting as a resource for faculties, centres and institutes carrying out international work. In either case, dynamic leadership will be essential to continue the cooperative, multidisciplinary movement of the University toward international prominence.

RECOMMENDATIONS

The Senate Task Force on International Dimensions of the University recommends:

1. **That the University establish immediately an Office of International Affairs**, with appropriate base funding, to provide leadership and organizational support to the internationalization process and to facilitate both individual and institutional participation in international activities, with a senior officer titled, **"Dean and Special Advisor to the President,"** who will have membership at Deans Council and access to the Office of the President.

2. That, as its first priority, **the Office of International Affairs develop a comprehensive International Affairs policy** incorporating the importance of internationalization to the mission and objectives of the University; the roles the University intends to fulfil internationally; and the University's objectives in curriculum development, student mobility, international development and ambassadorship.

- developing scholarships, bursaries and awards to ensure that study abroad is affordable for Canadians; and that the best foreign students can affordably choose to attend the University of Alberta.

- mitigating the effects of differential fees and full cost tuition fees

- developing revenue opportunities and cost recovery strategies

Communications

- establishing an advisory committee for international affairs comprised of members of the public and private sectors, non-government organizations and the University community

- developing a comprehensive communication plan which will promote awareness, support, cooperation and effectiveness of international activities among governments, the private sector, development funding agencies, nongovernment agencies, the diplomatic corps (Canadian and foreign), other postsecondary institutions and organizations, and the University community.

- reviewing the memberships and commitments of the University to postsecondary organizations representing its international interests

- working with appropriate government departments and agencies to remove barriers facing foreign students

Ambassadorship

- coordinating official visits to and from institutions abroad

- providing ambassadorship training, protocol information, and related materials for staff going abroad

- supporting University involvement in hosting of international events and conferences

- increasing the role of alumni and alumni associations in Canada and abroad in ambassadorship for the University

Distance education

- examining the role, options for, and extent of distance education with the University's overall international objectives

Standards and methods of evaluation

- developing benchmarks and methods for evaluating the success and effectiveness of international initiatives

4. That a review of the progress on internationalization goals be undertaken by the Senate after a period of two years from the adoption of the Task Force's final report.

ITEMS FOR FURTHER STUDY

1. **University position on development and human rights**

   The subject of University participation in development activity in countries where human rights abuses are institutionalized or occurring on a broad scale was raised with the Task Force. Recognizing that there is a wide diversity of opinion in this area, the Task Force believes that the subject should be debated before any policy is developed.

2. **Technological change and the University**

   The "electronic highway" is having a dramatic effect on communications, information-sharing, research methods and teaching options within institutions of higher learning. In a broad, operational context, what are the implications, creative applications, competitive advantages, costs and opportunities for the University using this new technology? In the international and distance education contexts, is the University of Alberta seizing opportunities for growth and dissemination of knowledge? Are we equipped to take advantage of the technology now available? What are the keys to successful implementation? Are we competitive with other international institutions? Are we developing electronic communication links with our partners abroad? A formal study and recommendations would be helpful to ensure that the University is making the most of opportunities and technological resources.

GLOSSARY

Classification of students

Undergraduate: Students who are registered in a program leading to a bachelor's degree or first professional degree (or equivalent). Undergraduates may be enrolled full or part time.

Graduate: Students who hold a bachelor's degree or first professional degree (or equivalent) and are enrolled in a program leading to a graduate degree such as a Master's or PhD. The Faculty of Graduate Studies and Research designates whether a graduate is a full- or part-time student based on their workload of courses and/or research.

Permanent Resident: A non-Canadian who has been granted lawful permission to come into Canada to establish permanent residence.

International Student: Any student, Canadian or foreign, who has an international focus. Indicators of that focus include interaction with people from other countries and pursuit of international studies or careers.

Foreign Student: A student who is in Canada on a valid Student Authorization issued by the Government of Canada, or on a special ministerial or diplomatic permit. Foreign students are expected to return home at the completion of their study program and related work experience period.

Assistantships

A graduate assistant is a person registered as a graduate student, proceeding with his or her graduate program and appointed to carry out either teaching or research duties as described below. Full-time assistantships require an average of 12 hours work per week during any 4-month term; fewer than 12 hours per week constitute a part-time assistantship.

Teaching assistant: A graduate student who performs only teaching and related duties. These can include preparing and conducting lectures, laboratories, and seminars as well as

grading assignments, reports, and examinations and performing related duties.

Research assistant: A graduate student performs only research and related duties, under the direction of a department or staff member on a research project. The results of the research may be used in the assistant's thesis.

Visiting Scholar: An employee of the University who is in Canada on an Employment Authorization.

Measures or components of internationalization

Student mobility: The term used for programs that facilitate movement of students between institutions. Examples include study abroad, student internships, faculty-based exchanges and formal institutional linkages.

Development education: The study of global human development, which relates to social, political, economic, cultural, environmental, spiritual and ethical conditions in the "South-North" context (the South referring to less developed nations, and the North referring to developed nations). Primary goals of development education are to redress inequalities of wealth and power within and among nations; and to search for alternative systems and approaches to development.

International curriculum: The incorporation of international perspectives into course content and materials. Courses may be international in their entirety, or they may incorporate international perspectives in teaching.

Linkages

Formal agreements between the University of Alberta and another institution, signed by the Presidents or authorized representatives of both institutions, typically providing for exchange of students and faculty, and cooperative research and development projects.

Exchanges

Formal or informal arrangements where students, faculty and staff study or work at a foreign institution. Exchanges may or may not take place within a formal linkage agreement. They may take many forms and be initiated at several levels.

Individual exchange: An individual arranges their own admission to the school of choice and independently seeks University of Alberta credit for courses taken abroad. This is generally the highest cost form of exchange, but it may be the only option available if there is not a formal agreement between the University of Alberta and student's institution of choice.

Faculty or department exchange: An exchange agreement is made with a faculty or department at another institution for credit toward a degree or as a special study option. Tuition costs are paid to the home institution and credits are granted by the home institution.

Formal exchange (linkage): Under a formal institution-wide agreement, the student registers and receives credit toward a degree at the home institution for courses taken at the host institution.

Reciprocal exchange: A reciprocal exchange agreement stipulates that for each Canadian student going abroad, one student from the receiving institution or country will be allowed to study at the University of Alberta.

Interdisciplinary and **Multidisciplinary**

These terms are used interchangeably in this report. They describe cooperation among faculties and individuals from various fields of study who are working together to complete projects, agreement or programs. They may also describe programs which involve several faculties or fields of study.

Financial Assistance

Scholarship: Financial support contingent on the student's previous academic performance.

Bursary: A form of non-repayable financial support based on financial need, or on a combination of financial need and academic performance. Bursaries are often awarded only when other avenues of funding have been exhausted. Bursary funds are limited.

Student loan: Foreign students are not eligible for loans under the Canada Student Loans Plan or the Provincial Students Finance Act.

Nations of the North and South

Nations that were formerly categorized as First, Second, Third and Fourth worlds, or as developed or developing, are now referred to as nations of either the North or South. This new terminology is sensitive to the fact that each partner in development both provides and receives benefits, and neither is superior or inferior to the other. Far northern regions of the globe, though they technically are part of the North, share many of the developmental concerns of the South.

Appendix I: List of Participants

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Ms. Christina Andrews, Senate Member, Alberta Education
Mr. Ramon Antipan, Labour World
Mr. Greg Banfield, Alberta Advanced Education and Career Development
Mr. Colin Baril, Student, AIESEC Edmonton
Mr. Charles Bassett, Vice President, Corporate Affairs, CIDA
Ms. Anne Beattie, Canadian Assocation of Petroleum Producers
Ms. Mae Berkel-Ave, Honorary Consul of Indonesia
Mr. Neil Bowker, Americas Trading Corporation
Dr. J-A. Bour, Dean, Faculté St. Jean
Prof. Sharon Brintnell, Chair, Department of Occupational Therapy
Mr. Bruce Caldwell, Director, International Centre
Mr. Terry Cavanagh, Alderman
Dr. Virginia Cawagas, Visiting Adjunct Professor, Department of Education
Prof. T.J. Christian, Dean, Faculty of Law
Ms. Elke Christianson, Alumni Affairs, University of Alberta
Mr. Lawrence Dombro, Alumnus, University of Alberta
Mr. A. Dudoit, Director General, Cultural Affairs & Higher Education,
Canada Foreign Affairs and International Trade
Dr. Brian Evans, Coordinator, International Affairs
Dr. D. Foth, Dean, Faculty of Extension
Dr. Murray Fraser, President, University of Calgary
Dr. Milton Freeman, H.M. Tory Scholar, Department of Anthropology
Dr. Murray R. Gray, Dean, Faculty of Graduate Studies and Research
Dr. Tee Guidotti, Department of Public Health Sciences
Dr. Ann Hall, Women's Studies Program
Dr. Denis Haughey, Faculty of Extension
Dr. Margaret Haughey, Department of Educational Administration
Mr. Yavar Hameed, Student, Students' International Health Association
Mr. Junichi Hashimoto, Hashimoto Boles Architects Inc.
Mr. John Harniman, Director, British Council in Canada
Mr. Neil Henry, Assistant Deputy Minister, Alberta Advanced Education and Career Development
Ms. Cathy Higgins, Coordinator, International Education, Grant MacEwan Community College
Dr. Cliff Hickey, Canadian Circumpolar Institute
Ms. Val Hoey, CUSO
Mr. Jim Horsman, The Horsman Group Trade Advisors
Ms. Stephanie Irlbacher, University of Alberta Exchange Student Society
Mr. James Jacuta, Ukrainian Canadian Congress
Dr. Pavel Jelen, Professor, Department of Food Science and Nutrition
Dr. Noorallah G. Juma, Department of Soil Science

Mr. Toshikazu Kato, Consul General of Japan
Mr. Saul Katz, Triple Five Corporation
Dr. J.A. Kernahan, Faculty of Graduate Studies and Research
Mr. Bill Moore-Kilgannon, Centre for International Alternatives
Hon. Ralph Klein, Premier of Alberta
Dr. Zenon Kohut, Canadian Institute of Ukrainian Studies
Dr. P. Krishnan, Director, Shastri Committee
Ms. Huguette LaBelle, President, Canadian International Development Agency
Mr. Larry Laffrey, International Centre
Prof. George Lang, Associate Professor, Romance Languages
Mr. Rick LeLacheur, Economic Development Edmonton
Dr. Henry T. Lewis, Professor of Anthropology
Ms. Jiang Liu, Student Financial Aid and Information Centre
Dr. Graeme MacDonald, President, The Banff Centre
Mr. Terry Mackey, African Management Project, Alberta International
Mr. Sandy A. Mactaggart, Chancellor, Interim Chairman of the Board, University of Alberta
Dr. Morris Maduro, Visiting Professor, Department of Political Science
Mr. David Malmo-Levine
Mr. Richard McCabe, Alternativa, and Alberta Avenue Community Association
Ms. Gillian McCormack, International Convention Secretariat, Edmonton Tourism
Dr. W. J. McDonald, Vice President (Academic), University of Alberta
Prof. John McDougall, Poole Chair, Engineering Management
Dr. H.J. McPherson, Department of Geography
Dr. Ronald G. Micetich, SynPhar Laboratories Inc.
Mr. James Morrison, Daishowa Canada Co. Ltd.
Mr. Tony Myers, Director, Office of Public Affairs, University of Alberta
Mr. John Oldring, Trade Advisor, Alberta Economic Development & Tourism
Ms. Kathryn Olson, Earthkeeping
Dr. Allan T. Pearson, Chair, Department of Educational Foundations
Mr. Carlos Pechtel de Avila, Consul General de Bolivia
Ms. Susan Peirce, Director, Alumni Affairs, University of Alberta
Dr. Martha Piper, Vice President (Research), University of Alberta
Ms. Rosemary Pon, CANLINK International Ltd.
Dr. Manfred Prokop, Department of Germanic Languages, Faculty of Arts
Dr. Regula Qureshi, Department of Music
Mr. Glen Rainbird, Telecommunications Research Laboratories
Dr. David Reid, Director, Medical Project Osvita (formerly Chernobyl Children's Project)
Mr. Chris Reidmueller, Student
Mr. Doug Roche, O.C., Visiting Professor, Political Science
Mr. Robert Rosen, City Lumber and Millwork
Dr. Jane Ross, Canadian Centre for Quality Improvement
Mr. Darin Rovere, Student, AIESEC Edmonton
Mr. Craig Roxburgh, Alberta Education

Ms. Linda Rubuliak, Canada World Youth
Dr. N. W. Rutter, Department of Geology
Dr. D. A. Schmit, President, Lakeland College
Dr. Janet Smith, Deputy Minister, Western Economic Diversification
South African Cultural and Development Association
Dr. William Sproule, Department of Civil Engineering
Mr. Lloyd Strain, Hong Kong Bank
Dr. R. S. Thornberry, Department of Romance Languages
Dr. Toh, Swee-Hin, Department of Educational Foundations
Mr. Darrell Toma, Toma Bouma International Inc.
Mr. Barry Tonge, International Centre
Dr. Dennis Vance, Lipid and Lipoprotein Research Group, Faculty of Medicine
Prof. Masimo Verdicchio, Department of Romance Languages
Dr. Thomas Weymann, Professor, Department of Immunology
Ms. Marion Vosahlo, Director, Services for Students with Disabilities
Mr. Doug Weir, International Centre
Ms. Melody Wharton, International Centre
Ms. Beate Wissmeyer, Generalkonsulat, der Bundesrepublik Deutschland
Ms. Wong, Yoke-Sum, Graduate Student
Prof. Richard Young, Department of Romance Languages
Mr. Bill Yurko

Appendix II: International Student Policy (GFC 108.11, Jan 1986)

108.11 INTERNATIONAL STUDENT POLICY - UNIVERSITY OF ALBERTA

The University of Alberta has long had a tradition of welcoming students from other countries. They make a substantial contribution to the entire University community. The value of a university education is enriched and broadened by an international perspective.

With a number of competing elements the University is attempting to focus its priorities and to clarify its objectives. To aid in this process the following policy for international students is proposed.

A. Goals

1. To provide Canadian students with the opportunity to interact with students from other countries to become more aware of other cultures and of international issues.

2. To meet the moral responsibility of the University to assist in the process of international development.

3. To promote international understanding and goodwill by being a generous host to international students and making them full participants in the university community and in Alberta society.

B. Objectives

1. To strive for student representation from as many countries and cultures and in as many fields of study as possible.

2. To have sufficient international students to make a significant impact on undergraduate and graduate programs including quota faculties and to monitor enrolment in this regard.

3. To actively encourage the selection of students from less developed countries through scholarship and other financial support.

4. To provide the following services to international students:

   a. basic information prior to departure for Canada to assist in preparation for arrival
   b. arrangements for airport reception
   c. orientation programs
   d. assistance with immigration procedures
   e. emergency financial assistance
   f. assistance with preparation for returning to their home countries
   g. student advising and counselling

5. To encourage the presence of spouses and children of married international students and work towards their integration into university and community life.

6. To promote activities that encourage friendship and interaction among international and Canadian students, particularly through direct support of International Student Centre and other international programs.

7. To provide assistance for graduate students from developing countries to do thesis research in their home countries wherever practical.

8. To develop and actively support exchanges and other programs that encourage Canadian students to study, travel and work in other countries.

9. To work towards the abolition of differential fees for international students and the removal of barriers to students and their spouses seeking temporary employment while in Canada.

10. To encourage international graduates to be active alumni who will continue to maintain their relationship with the University.

(GFC 27 JAN 1986)

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Appendix III: Citizenship and Residency of Undergraduate Students (GFC 91.4, Jan 1991)

91.4 CITIZENSHIP AND RESIDENCE OF UNDERGRADUATE STUDENTS

Restrictions on enrollment at the University have led to the adoption of the following resolutions which form a part of the University's admissions policy, with regard to the citizenship and residence of undergraduate students.

1. For total undergraduate enrollment, a minimum of 85% of the places at the University of Alberta are reserved for residents of Alberta* who are Canadian Citizens or Permanent Residents.

   * A resident of Alberta is defined as a Canadian citizen or Permanent Resident (Landed Immigrant) who has been continuously resident in the Province of Alberta, or the Yukon or Northwest Territories for at least one year immediately prior to the first day of classes of the session for which admission is sought. The one year residence period shall not be considered broken where the admission committee is satisfied that the applicant was temporarily out of the province on vacation, on short-term employment, or as a full-time student.

2. For total undergraduate enrollment, up to 10% of the places are available to Canadian Citizens or Permanent Residents who are not residents of Alberta, and up to 5% of the places are available to International Students on Student Authorizations.

3. No non-resident shall be admitted to a Faculty who is less qualified than any Alberta resident who is denied admission to that Faculty.

4. The Vice-President (Academic) will review the distribution annually, to ensure that 1. and 2. are respected for the University as a whole, and that 3. is respected in each Faculty.

5. The Vice-President (Academic) shall report once a year to the General Faculties Council on the Citizenship and Residence of undergraduate students at the University.

Applicants on student authorization cannot establish residence as above; that is, a period as a full-time student in an Alberta secondary or post-secondary institution (under student authorization) is considered to be a visiting period.

(GFC 31 MAR 1975)
(BG 02 MAY 1975)
(EXEC 14 JUL 1975)
(GFC 26 JAN 1976)
(BG 06 FEB 1976)
(GFC 27 MAR 1978)
(GFC 20 DEC 1978)
(GFC 04 MAY 1981)
(GFC 14 JUN 1985)
(EXEC 05 JUN 1987)
(GFC 29 JAN 1990)
(GFC 28 JAN 1991)

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Appendix IV

Reproduced from *International News*, Volume 3 Number 2. International Centre. January 1994. Statistics from *Summary of Statistics 1993/94* (1994) University of Alberta, Office of the Registrar.

Foreign Student Statistics: An Update

Undergraduate Scenario:

A decade ago, the number of full-time foreign undergraduate students at the University of Alberta numbered 994, representing 4.9% of the total undergraduate student population. Now, in 1993, preliminary statistics released by the Office of the Registrar indicate that the number has dropped significantly to 668 foreign undergraduate students comprising approximately 2.9% of the total undergraduate population.

Students from Hong Kong continue to dominate the undergraduate picture with 299 students representing 45% of all undergraduate foreign students. One hundred and nineteen undergraduate students are from Malaysia and 47 are from Singapore. The remaining 263 foreign undergraduate students come from 54 different nations. The most popular faculties, as a percentage of enrolment, are:

- Engineering;
- Business;
- Medicine; and,
- Science.

Graduate Studies Scenario:

In 1983, 661 foreign students were registered in the Faculty of Graduate Studies and Research, representing 27% of the faculty. This year, the foreign student component is made up of 765 people representing 23% of the total enrolment. While the decade would at first appear somewhat stable, in 1989, 897 foreign graduate students were enrolled in the faculty, representing 31% of total enrolment.

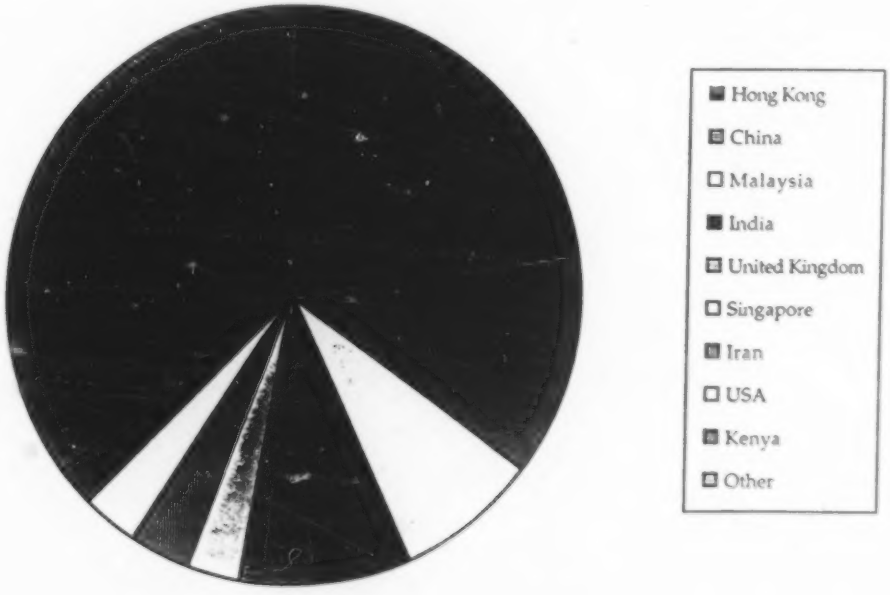
There are significantly more graduate students from China than from other countries - numbering 168 students. Following China, the next largest representation in the Faculty of Graduate Studies and Research are:

- India with 68 students;
- Iran with 44 students;
- United States with 36 students;
- United Kingdom with 36 students;
- Ghana with 31 students; and,
- Kenya with 27 students.

The remaining 355 students come from 75 nations.

Foreign students are those who are currently studying with a Student Authorization issued by Canada Immigration.

Foreign Student Breakdown By Country



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